

### ELA Grade 3

Standard	Below Basic	Basic	Proficient	Advanced
<b>Standards</b>	Students who perform at this level <b>have not</b> demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate <b>partial</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate <b>mastery</b> in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate <b>superior</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
<b>Language</b>	A student at this level has not demonstrated basic understanding of language skills of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates inconsistent use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates partial grade level mastery by typical use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates a grade level mastery by consistent use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.
<b>Communication</b>	A student at this level has not demonstrated basic understanding of listening and speaking skills necessary for communication.	A student at this level demonstrates below grade level mastery by inconsistent use of basic listening and speaking skills necessary for communication.	A student at this level demonstrates partial grade level mastery by typically developing basic listening and speaking skills necessary for communication.	A student at this level demonstrates grade level mastery by consistently using listening and speaking skill necessary for communication.
<b>Writing</b>	A student at this level has not demonstrated basic understanding of writing skills, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The student does not understand or use the basic steps of the writing process.	A student at this level demonstrates below grade level mastery by inconsistently writing, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The student attempts some steps of the writing process.	A student at this level demonstrates partial grade level mastery by typically writing for a variety of purposes and audiences, in a variety of modes and genres. The student demonstrates the steps of the writing process.	A student at this level demonstrates grade level mastery by consistently writing for a variety of purposes and audiences, in a variety of modes and genres. The student applies the steps of the writing process.

<b>Research</b>	A student at this level has not demonstrated basic understanding of identifying a grade-appropriate research topic. The student does not gather information from a single source to support a research topic and does not present results in a simple written report.	A student at this level demonstrates below grade level mastery by inconsistently identifying a grade-appropriate research topic. Student gathers information from a single source to support a research topic and presents results in a simple written report.	A student at this level demonstrates partial grade level mastery by typically identifying and narrowing a grade-appropriate research topic. Student gathers information from a variety of sources to support a research topic and presents results in a simple written report.	A student at this level demonstrates grade level mastery by consistently identifying and narrowing a research topic. Student gathers information from a variety of sources to support a research topic and presents results in a written report.
<b>Logic</b>	A student at this level has not demonstrated basic understanding of developing logic skills to facilitate learning and to enhance thoughtful reasoning. The student does not use logic skills to make inferences or draw conclusions in oral and written contexts.	A student at this level demonstrates below grade level mastery by inconsistently developing logic skills to facilitate learning and to enhance thoughtful reasoning. The student seldom uses logic skills to make inferences and draw conclusions in oral and written contexts.	A student at this level demonstrates partial grade level mastery by typically developing logic skills to facilitate learning and to enhance thoughtful reasoning. The student often uses logic skills to make inferences and draw conclusions in oral and written context and applies to classroom situations and applies them to selections read.	A student at this level demonstrates grade level mastery by consistently applying logic skills to facilitate learning and to enhance thoughtful reasoning. The student uses logic skills to make inferences and draw conclusions in oral and written contexts and applies logical reasoning to classroom situations and to selections read.
<b>Informational Text</b>	A student at this level has not demonstrated basic understanding of applying appropriate reading strategies to comprehend and recognize features of informational texts.	A student at this level demonstrates below grade level mastery by inconsistently applying appropriate reading strategies to comprehend and recognize features of informational texts.	A student at this level demonstrates partial grade level mastery by typically applying appropriate reading strategies to comprehend and recognize different features of informational texts.	A student at this level demonstrates grade level mastery by consistently applying appropriate reading strategies to comprehend and recognize different features of informational texts.
<b>Media</b>	A student at this level has not demonstrated basic understanding that media can provide sources of information and entertainment. The student does not use media to publish and present information.	A student at this level demonstrates below grade level mastery by inconsistently recognizing that media can provide sources of information and entertainment and by rarely using media to publish and present information.	A student at this level demonstrates partial grade level mastery by typically recognizing and media can provide sources of information and entertainment and by using media to publish and present information.	A student at this level demonstrates grade level mastery by consistently recognizing that media can provide sources of information and entertainment and by using a variety of media to publish and present information.

English Language Arts Achievement Levels

9/17/09

<b>Literature</b>	A student at this level has not demonstrated basic understanding of the reading process of using active comprehension strategies before, during, and after reading. The student does not understand the most basic characteristics of the genre and does not explore basic literary terms.	A student at this level demonstrates below grade level mastery of the reading process by inconsistently using active comprehension strategies before, during, and after reading. The student understands the most basic characteristics of the genre and explores basic literary terms.	A student at this level demonstrates partial grade level mastery of the reading process by typically using active comprehension strategies before, during, and after reading. The student explores basic literary terms.	A student at this level demonstrates grade level mastery of the reading process by consistently using active comprehension strategies before, during, and after reading. The student learns the genre characteristics and literary terms appropriate to grade level.
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**ELA Grade 4**

<b>Standard</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Standards</b>	Students who perform at this level <b>have not</b> demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate <b>partial</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate <b>mastery</b> in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate <b>superior</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
<b>Language</b>	A student at this level has not demonstrated basic understanding of language skills of Standard English through usage, mechanics, spelling, and sentence structure. The student does not have knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates below grade level mastery by inconsistent use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates grade level mastery by typical use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	The student at this level demonstrates a superior grade level mastery by consistent use of Standard English through usage, mechanics, spelling, and sentence structure; knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.
<b>Communication</b>	A student at this level has not demonstrated basic understanding of critical listening and speaking skills necessary for communication.	A student at this level demonstrates partial grade level mastery by inconsistent use of basic listening and speaking skills necessary for communication.	A student at this level demonstrates grade level mastery by typically developing oral language and speaking skills necessary for communication.	A student at this level demonstrates superior grade level mastery by consistently choosing exceptional oral language and listening skills when appropriate.
<b>Writing</b>	A student at this level has not demonstrated basic understanding of writing skills, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The student does not understand or use the basic steps of the writing process.	A student at this level demonstrates partial grade level mastery by inconsistently writing, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The student attempts some steps of the writing process.	A student at this level demonstrates grade level mastery by typically writing for a variety of purposes and audiences, in a variety of modes and genres. The student demonstrates the steps of the writing process.	A student at this level demonstrates superior grade level mastery by consistently writing for a variety of purposes and audiences, in a variety of modes and genres. The student applies the steps of the writing process.

<b>Research</b>	A student at this level has not demonstrated basic understanding of using research to access and present information, collect, organize, and determine reliability. The student does not present research results in a simple written report.	A student at this level demonstrates partial grade level mastery by inconsistently attempting to use research to access and present information, collect, organize, and determine reliability. The student presents the research results in a written report.	A student at this level demonstrates grade level mastery by typically conducting and using research to access and present information, and to collect, organize, and determine reliability. The student presents the research results in a written report.	A student at this level demonstrates superior grade level mastery by consistently conducting and using research to access and present information, collect, organize, and determine reliability. The student presents the research results in a high-quality written report.
<b>Logic</b>	A student at this level has not demonstrated basic understanding of developing logic skills to facilitate learning and to enhance thoughtful reasoning. The student does not apply logic skills to classroom situations and to make selections to read.	A student at this level demonstrates partial grade level mastery by inconsistently developing logic skills to facilitate learning and to enhance thoughtful reasoning. The student begins to apply logic skills to classroom situations and to selections read.	A student at this level demonstrates grade level mastery by typically continuing to develop logic skills to facilitate learning and to enhance thoughtful reasoning. The student applies logic skills to classroom situations and to selections read.	A student at this level demonstrates superior grade level mastery by consistently applying logic skills to facilitate learning and to enhance thoughtful reasoning. The student consistently applies logic skills to classroom situations and to selections read.
<b>Informational Text</b>	A student at this level has not demonstrated basic understanding of applying skills and strategies to text and by recognizing key features in informational texts.	A student at this level demonstrates partial grade level mastery by inconsistently applying skills and strategies to text and by recognizing key features in informational texts.	A student at this level demonstrates grade level mastery by typically applying skills and strategies to text and by recognizing the key features in informational texts.	A student at this level demonstrates superior grade level mastery by consistently applying skills and strategies in text and by recognizing the different key features in informational texts.
<b>Media</b>	A student at this level has not demonstrated basic understanding that media can provide sources of information and entertainment. The student does not use media to publish and present information.	A student at this level demonstrates partial grade level mastery by inconsistently recognizing that media can be a source of information and entertainment and by using media to publish and present information.	A student at this level demonstrates grade level mastery by typically recognizing that media can be a source of information and entertainment and by using media to publish and present information.	A student at this level demonstrates superior grade level mastery by consistently recognizing that media can be a source of information and entertainment and by using a variety of media to publish and present information.
<b>Literature</b>	A student at this level has not demonstrated basic understanding of the reading process of using active comprehension strategies	A student at this level demonstrates partial grade level mastery of the reading process by inconsistently using active	A student at this level demonstrates partial grade level mastery of the reading process by typically using active	A student at this level demonstrates superior grade level mastery by consistently using active comprehension strategies

English Language Arts Achievement Levels

9/17/09

	to derive meaning while reading and to check for understanding after reading. The student does not know or understand the basic characteristics of the genres. The student does not recognize or understand basic literary terms.	comprehension strategies to derive meaning while reading and to check for understanding after reading. The student knows and understands the basic characteristics of the genres. The student recognizes and understands basic literary terms.	comprehension strategies to derive meaning while reading and to check for understanding after reading. The student knows and understands the basic characteristics of the genres studied. The student recognizes and understands basic literary terms.	to derive meaning while reading and to check for understanding after reading. The student applies the characteristics of the genres studied. The student recognizes and understands basic literary terms.
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### ELA Grade 5

Standard	Below Basic	Basic	Proficient	Advanced
<b>Standards</b>	Students who perform at this level <b>have not</b> demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate <b>partial</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate <b>mastery</b> in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate <b>superior</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
<b>Language</b>	A student at this level has not demonstrated basic understanding of language skills of Standard English through usage, mechanics, spelling, and sentence structure. The student does not have knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage, mechanics, spelling, and sentence structure; by knowing strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics, spelling, and sentence structure; by knowing strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	The student at this level demonstrates a superior grade level mastery by consistently using standard grammar, usage, mechanics, spelling, and sentence structure; by knowing strategies and resources to determine the definition, pronunciation, and usage of words and phrases.
<b>Communication</b>	A student at this level has not demonstrated basic understanding of critical listening and speaking skills necessary for comprehension and task completion. The student does not begin to develop strategies for expressing thoughts and ideas clearly and effectively and to explore organizational structures of speeches. The student does not participate in teams for work and discussion.	A student at this level demonstrates partial grade level mastery by inconsistently using critical listening skills necessary for comprehension and task completion. In addition the student begins to develop strategies for expressing thoughts and ideas clearly and effectively, begins to explore organizational structures of speeches, and participates in teams for work and discussion.	A student at this level demonstrates grade level mastery by typically using critical listening skills necessary for comprehension and task completion. In addition the student develops strategies for expressing thoughts and ideas clearly and effectively, explores organizational structures of speeches, and participates in teams for work and discussion.	A student at this level demonstrates superior grade level mastery by consistently using critical listening skills necessary for comprehension and task completion. In addition the student applies strategies when expressing thoughts and ideas, uses organization structures of speeches, and participates in teams for work and discussion.

<b>Writing</b>	A student at this level has not demonstrated basic understanding of writing, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The student does not understand or use the basic steps of the writing process.	A student at this level demonstrates partial grade level mastery by inconsistently writing, as prompted, for a variety of purposes and audiences, in a variety of modes and genres. The student attempts some steps of the writing process.	A student at this level demonstrates grade level mastery by typically writing for a variety of purposes and audiences, in a variety of modes and genres. The student demonstrates the steps of the writing process.	A student at this level demonstrates superior grade level mastery by consistently writing for a variety of purposes and audiences, in a variety of modes and genres. The student applies the steps of the writing process.
<b>Research</b>	A student at this level has not demonstrated basic understanding of using research to access and present information, collect, organize, and determine reliability a research topic. The student cannot present results in a written report.	A student at this level demonstrates partial grade level mastery by inconsistently attempting to use research to access and present information, collect, organize, and determine reliability. The student presents the research results in a written report.	A student at this level demonstrates grade level mastery by typically conducting and using research to access and present information, collect, organize, and determine reliability. The student presents the research results in a written report, citing the resources used.	A student at this level demonstrates superior grade level mastery by consistently conducting and using research to access and present information, collect, organize, and determine reliability. The student presents the research results in an exceptional written report, citing multiple resources.
<b>Logic</b>	A student at this level has not demonstrated basic understanding of refining logic skills and reasoning. The student does not demonstrate some use of logic to make inferences and to draw conclusions in oral and written contexts, and does not exhibit an awareness of persuasive devices.	A student at this level demonstrates partial grade level mastery by inconsistently refining logic skills and reasoning. The student demonstrates some use of logic to make inferences and to draw conclusions in oral and written contexts, and exhibits an awareness of persuasive devices.	A student at this level demonstrates grade level mastery by typically refining logic skills to facilitate learning and to enhance thoughtful reasoning. The student demonstrates a use of logic to make inferences and to draw conclusions in a variety of oral and written contexts, and explores the concept of persuasive devices.	A student at this level demonstrates superior grade level mastery by consistently refining logic skills to facilitate learning and to enhance thoughtful reasoning. The student consistently demonstrates a use of logic to make inferences and to draw conclusions in a variety of oral and written contexts, and explores the concept of persuasive devices.
<b>Informational Text</b>	A student at this level has not demonstrated basic understanding of applying appropriate reading skills and strategies to recognize the text features and to explore the organizational structures in informational texts	A student at this level demonstrates partial grade level mastery by inconsistently applying skills and strategies, recognizing the text features, and exploring the organizational structures in informational texts.	A student at this level demonstrates grade level mastery by typically applying appropriate skills and strategies, recognizing the different text features, and exploring the organizational structures to comprehend informational texts.	A student at this level demonstrates superior grade level mastery by consistently applying appropriate skills and strategies, evaluating the different text features, and utilizing organizational structures to comprehend informational texts.
<b>Media</b>	A student at this level has not	A student at this level	A student at this level	A student at this level



	demonstrated basic understanding that media can provide sources of information and entertainment by using media to publish and present information. The student does not recognize that the choice of media influences the message in a presentation and is not aware of how message or meaning changes in a written work.	demonstrates partial grade level mastery by inconsistently recognizing that media can provide sources of information and entertainment and by using media to publish and present information. The student recognizes that the choice of media influences the message in a presentation and is aware of how message or meaning changes in a written work.	demonstrates grade level mastery by recognizing that media can provide sources of information and entertainment and by using media to publish and present information. The student understands that the choice of media influences the message in a presentation and is aware of how message or meaning changes when a written work is translated into a visual presentation.	demonstrates superior grade level mastery by recognizing that media can provide sources of information and entertainment and by using a variety of media to publish and present information. The student recognizes that the choice of media influences the message in a presentation and states how message or meaning changes when a written work is translated into a visual presentation.
<b>Literature</b>	A student at this level has not demonstrated basic understanding of the reading process of using active comprehension strategies before, during, and after reading various literary genres. The student does not recognize basic literary terms.	A student at this level demonstrates partial grade level mastery by inconsistently using previously learned comprehension strategies before, during, and after reading. The student is exposed to various literary genres. The student recognizes basic literary terms.	A student at this level demonstrates grade level mastery by typically using previously learned comprehension strategies before, during, and after reading. The student experiences various types of literature and understands the basic characteristics of the genres. The student recognizes and understands basic literary terms.	A student at this level demonstrates superior grade level mastery by consistently using previously learned comprehension strategies before, during, and after reading. The student selects various types of literature and understands characteristics of the genres. The student consistently applies and utilizes literary terms.

### ELA Grade 6

Standard	Below Basic	Basic	Proficient	Advanced
<b>Standards</b>	Students who perform at this level <b>have not</b> demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate <b>partial</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate <b>mastery</b> in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate <b>superior</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
<b>Language</b>	A student at this level has not demonstrated basic understanding of using standard grammar, usage, and mechanics. The student does not use a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student does not understand or use a variety of sentence structures.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage, and mechanics. The student inconsistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student typically understands and uses correctly a variety of sentence structures.	The student at this level demonstrates a superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student consistently understands and uses correctly a variety of sentence structures.
<b>Communication</b>	A student at this level has not demonstrated basic understanding of critical listening and speaking skills essential for comprehension, evaluation, problem solving, and task completion. The student has not begun to distinguish between a summary and a critique. The	A student at this level demonstrates partial grade level mastery by inconsistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently begins to distinguish between a summary	A student at this level demonstrates grade level mastery by typically using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically begins to differentiate between summarizing and paraphrasing.	A student at this level demonstrates superior grade level mastery by consistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently begins to differentiate between

	student does not identify the thesis, main points, and organizational structure of a speech.	and a critique. The student inconsistently identifies the thesis, main points, and organizational structure of a speech.	The student typically begins to distinguish between a summary and a critique. The student typically identifies the thesis, main points, and organizational structure of a speech.	summarizing and paraphrasing. The student consistently begins to distinguish between a summary and a critique. The student consistently identifies the thesis, main points, and organizational structure of a speech.
<b>Writing</b>	A student at this level has not demonstrated basic understanding of writing in a variety of modes for a variety of purposes and audiences. The student does not use a variety of prewriting strategies. The student does not organize ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student does not refine strategies for editing and revising written work.	A student at this level demonstrates partial grade level mastery by inconsistently writing in a variety of modes for a variety of purposes and audiences. The student inconsistently employs a variety of prewriting strategies. The student inconsistently organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student inconsistently refines strategies for editing and revising written work.	A student at this level demonstrates grade level mastery by typically writing in a variety of modes for a variety of purposes and audiences. The student typically employs a variety of prewriting strategies. The student typically organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student typically refines strategies for editing and revising written work.	A student at this level demonstrates superior grade level mastery by consistently writing in a variety of modes for a variety of purposes and audiences. The student consistently employs a variety of prewriting strategies. The student consistently organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student consistently refines strategies for editing and revising written work.
<b>Research</b>	A student at this level has not demonstrated basic understanding of defining and narrowing a problem or research topic. The student does not make distinctions about the validity of sources and does not gather and use relevant information from a variety of primary and secondary sources. The student cannot write a research paper using a standard format with technology and graphics.	A student at this level demonstrates partial grade level mastery by inconsistently defining and narrowing a problem or research topic. The student inconsistently makes distinctions about the validity of sources. The student inconsistently gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper inconsistently using a standard format with technology and graphics.	A student at this level demonstrates grade level mastery by typically defining and narrowing a research topic. The student typically makes distinctions about the validity of sources. The student typically gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper typically using a standard format with technology and graphics.	A student at this level demonstrates superior grade level mastery by consistently defining and narrowing a research topic. The student consistently makes distinctions about the validity of sources. The student consistently gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper consistently using a standard format with technology and graphics.

<b>Logic</b>	A student at this level has not demonstrated basic understanding of logic skills to make inferences and draw conclusions in a variety of oral and written contexts. The student does not analyze text for logical relationships, including fact and opinion and cause-effect. The student does not explore deductive and inductive reasoning and does not analyze communication for persuasive devices.	A student at this level demonstrates partial grade level mastery of the reading process. The student inconsistently uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student inconsistently analyzes text for logical relationships, including fact and opinion and cause-effect. The student inconsistently explores deductive and inductive reasoning. The student inconsistently analyzes communication for persuasive devices.	A student at this level demonstrates grade level mastery of the reading process. The student typically uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student typically analyzes text for logical relationships, including fact and opinion and cause-effect. The student typically explores deductive and inductive reasoning. The student typically analyzes communication for persuasive devices.	A student at this level demonstrates superior grade level mastery of the reading process. The student consistently uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student consistently analyzes text for logical relationships, including fact and opinion and cause-effect. The student consistently explores deductive and inductive reasoning. The student consistently analyzes communication for persuasive devices.
<b>Informational Text</b>	A student at this level has not demonstrated basic understanding of applying appropriate reading strategies to comprehend and summarize the main ideas and supporting details of informational texts. The student does not identify the organizational structures of informational texts and does not read, interpret, and analyze the text features of informational texts.	A student at this level demonstrates partial grade level mastery of the reading process. The student inconsistently comprehends and summarizes the main ideas and supporting details of informational texts. The student inconsistently identifies the organizational structures of informational texts. The student inconsistently reads, interprets, and analyzes the text features of informational texts.	A student at this level demonstrates grade level mastery of the reading process. The student typically comprehends and summarizes the main ideas and supporting details of informational texts. The student typically identifies the organizational structures of informational texts. The student typically reads, interprets, and analyzes the text features of informational texts.	A student at this level demonstrates superior grade level mastery of the reading process. The student consistently comprehends and summarizes the main ideas and supporting details of informational texts. The student consistently identifies the organizational structures of informational texts. The student consistently reads, interprets, and analyzes the text features of informational texts.
<b>Media</b>	A student at this level has not demonstrated the basic understanding of analyzing media for their ability to inform, persuade, and entertain. The student does not examine the relationship between the visual	A student at this level demonstrates partial grade level mastery by inconsistently analyzing media for their ability to inform, persuade, and entertain. The student inconsistently examines the	A student at this level demonstrates grade level mastery by typically analyzing media for their ability to inform, persuade, and entertain. The student typically examines the relationship between the visual	A student at this level demonstrates superior grade level mastery by consistently analyzing media for their ability to inform, persuade, and entertain. The student consistently recognizes how visual and sound techniques

	and the verbal in media. The student does not recognize how visual and sound techniques affect messages in various media. The student does not apply and adapt the principles of written composition to create coherent media productions.	relationship between the visual and the verbal in media. The student inconsistently recognizes how visual and sound techniques affect messages in various media. The student inconsistently applies and adapts the principles of written composition to create coherent media productions.	and the verbal in media. The student typically recognizes how visual and sound techniques affect messages in various media. The student typically applies and adapts the principles of written composition to create coherent media productions.	affect messages in various media. The student consistently applies and adapts the principles of written composition to create coherent media productions.
<b>Literature</b>	A student at this level has not demonstrated basic understanding of the reading process of reading and comprehending a variety of works from various forms of literature. The student does not analyze works of literature with regard to their historical periods. The student does not understand the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates partial grade level mastery of the reading process. The student inconsistently reads and comprehends a variety of works from various forms of literature. The student inconsistently analyzes works of literature with regard to their historical periods. The student inconsistently understands the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates grade level mastery of the reading process. The student typically reads and comprehends a variety of works from various forms of literature. The student typically analyzes works of literature with regard to their historical periods. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates superior grade level mastery of the reading process. The student consistently reads and comprehends a variety of works from various forms of literature. The student consistently analyzes works of literature with regard to their historical periods. The student consistently understands the characteristics, conventions, and literary terms of a variety of literary genres.

### ELA Grade 7

Standard	Below Basic	Basic	Proficient	Advanced
<b>Standards</b>	Students who perform at this level <b>have not</b> demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate <b>partial</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate <b>mastery</b> in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate <b>superior</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
<b>Language</b>	A student at this level has not demonstrated basic understanding of using standard grammar, usage, and mechanics. The student does not a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student does not understand and use a variety of sentence structures.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage, and mechanics. The student inconsistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student typically understands and uses correctly a variety of sentence structures.	The student at this level demonstrates a superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student consistently understands and uses correctly a variety of sentence structures.
<b>Communication</b>	A student at this level has not demonstrated basic understanding of using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student does not distinguish among summaries, paraphrases, and critiques. The student does not	A student at this level demonstrates partial grade level mastery by inconsistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently distinguishes among summaries, paraphrases,	A student at this level demonstrates grade level mastery by typically using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically begins to differentiate between summarizing and paraphrasing.	A student at this level demonstrates superior grade level mastery by consistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently distinguishes among summaries, paraphrases, and

	identify the thesis, main points, and organizational structure of a speech.	and critiques. The student inconsistently identifies the thesis, main points, and organizational structure of a speech.	The student typically distinguishes among summaries, paraphrases, and critiques. The student typically identifies and analyzes the thesis, main points, and organizational structure of a speech.	critiques. The student consistently identifies and analyzes the thesis, main points, and organizational structure of a speech.
<b>Writing</b>	A student at this level has not demonstrated basic understanding of writing in a variety of modes for a variety of purposes and audiences. The student does not use a variety of prewriting strategies. The student does not organize ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student does not refine strategies for editing and revising written work.	A student at this level demonstrates partial grade level mastery by inconsistently writing in a variety of modes for a variety of purposes and audiences. The student inconsistently employs a variety of prewriting strategies. The student inconsistently organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student inconsistently refines strategies for editing and revising written work.	A student at this level demonstrates grade level mastery by typically writing in a variety of modes for a variety of purposes and audiences. The student typically employs a variety of prewriting strategies. The student typically organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student typically refines strategies for editing and revising written work.	A student at this level demonstrates superior grade level mastery by consistently writing in a variety of modes for a variety of purposes and audiences. The student consistently employs a variety of prewriting strategies. The student consistently organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student consistently refines strategies for editing and revising written work.
<b>Research</b>	A student at this level has not demonstrated basic understanding of defining and narrowing a problem or research topic. The student does not make distinctions about the validity of sources. The student does not gather and use relevant information from a variety of primary and secondary sources. The student cannot write a research paper using a standard format with technology and graphics.	A student at this level demonstrates partial grade level mastery by inconsistently defining and narrowing a problem or research topic. The student inconsistently makes distinctions about the validity of sources. The student inconsistently gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper inconsistently using a standard format with technology and graphics.	A student at this level demonstrates grade level mastery by typically defining and narrowing a research topic. The student typically makes distinctions about the validity of sources. The student typically gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper typically using a standard format with technology and graphics.	A student at this level demonstrates superior grade level mastery by consistently defining and narrowing a research topic. The student consistently makes distinctions about the validity of sources. The student consistently gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper consistently using a standard format with technology and graphics.

<b>Logic</b>	A student at this level has not demonstrated basic understanding of logic to make inferences and draw conclusions in a variety of oral and written contexts. The student does not analyze text for logical relationships, including fact and opinion and cause-effect. The student does not explore deductive and inductive reasoning and does not analyze communication for persuasive devices. The student does not explore the concepts of premises and logical fallacies.	A student at this level demonstrates partial grade level mastery of the reading process. The student inconsistently uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student inconsistently analyzes text for logical relationships, including fact and opinion and cause-effect. The student inconsistently explores deductive and inductive reasoning. The student inconsistently analyzes communication for persuasive devices. The student inconsistently explores the concept of premises. The student inconsistently explores logical fallacies.	A student at this level demonstrates grade level mastery of the reading process. The student typically uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student typically analyzes text for logical relationships, including fact and opinion and cause-effect. The student typically demonstrates an understanding of deductive and inductive reasoning. The student typically analyzes communication for persuasive devices. The student typically explores the concept of premises. The student typically explores logical fallacies.	A student at this level demonstrates superior grade level mastery of the reading process. The student consistently uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student consistently analyzes text for logical relationships, including fact and opinion and cause-effect. The student consistently explores deductive and inductive reasoning. The student consistently analyzes communication for persuasive devices. The student consistently explores the concept of premises. The student consistently explores logical fallacies.
<b>Informational Text</b>	A student at this level has not demonstrated basic understanding of applying appropriate reading strategies to comprehend and to summarize main ideas and supporting details of informational texts. The student does not identify the organizational structures of informational texts. The student does not read, interpret, and analyze the text features of informational texts.	A student at this level demonstrates partial grade level mastery of the reading process. The student inconsistently comprehends and summarizes the main ideas and supporting details of informational texts. The student inconsistently identifies the organizational structures of informational texts. The student inconsistently reads, interprets, and analyzes the text features of informational texts.	A student at this level demonstrates grade level mastery of the reading process. The student typically comprehends and summarizes the main ideas and supporting details of informational texts. The student typically identifies the organizational structures of informational texts. The student typically reads, interprets, and analyzes the text features of informational texts.	A student at this level demonstrates superior grade level mastery of the reading process. The student consistently comprehends and summarizes the main ideas and supporting details of informational texts. The student consistently identifies the organizational structures of informational texts. The student consistently reads, interprets, and analyzes the text features of informational texts.



<b>Media</b>	A student at this level has not demonstrated basic understanding of analyzing media for their ability to inform, persuade, and entertain. The student does not examine the relationship between the visual and the verbal in media and does not recognize how visual and sound techniques affect messages in various media. The student does not apply and adapt the principles of written composition to create coherent media productions	A student at this level demonstrates partial grade level mastery by inconsistently analyzing media for their ability to inform, persuade, and entertain. The student inconsistently examines the relationship between the visual and the verbal in media. The student inconsistently recognizes how visual and sound techniques affect messages in various media. The student inconsistently applies and adapts the principles of written composition to create coherent media productions	A student at this level demonstrates grade level mastery by typically analyzing media for their ability to inform, persuade, and entertain. The student typically examines the relationship between the visual and the verbal in media. The student typically recognizes how visual and sound techniques affect messages in various media. The student typically applies and adapts the principles of written composition to create coherent media productions.	A student at this level demonstrates superior grade level mastery by consistently analyzing media for their ability to inform, persuade, and entertain. The student consistently recognizes how visual and sound techniques affect messages in various media. The student consistently applies and adapts the principles of written composition to create coherent media productions.
<b>Literature</b>	A student at this level has not demonstrated basic understanding of the reading process of comprehending a variety of works from various forms of literature. The student does not analyze literature with regard to the historical period. The student does not understand the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates partial grade level mastery of the reading process. The student inconsistently reads and comprehends a variety of works from various forms of literature. The student inconsistently analyzes works of literature with regard to their historical periods. The student inconsistently understands the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates grade level mastery of the reading process. The student typically reads and comprehends a variety of works from various forms of literature. The student typically analyzes works of literature with regard to their historical periods. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates superior grade level mastery of the reading process. The student consistently reads and comprehends a variety of works from various forms of literature. The student consistently analyzes works of literature with regard to their historical periods. The student consistently understands the characteristics, conventions, and literary terms of a variety of literary genres.

### ELA Grade 8

Standard	Below Basic	Basic	Proficient	Advanced
<b>Standards</b>	Students who perform at this level <b>have not</b> demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate <b>partial</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate <b>mastery</b> in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate <b>superior</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
<b>Language</b>	A student at this level has not demonstrated basic understanding of using standard grammar, usage, and mechanics. The student does not use a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student does not understand and use a variety of sentence structures.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage, and mechanics. The student inconsistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student typically understands and uses correctly a variety of sentence structures.	The student at this level demonstrates a superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student consistently understands and uses correctly a variety of sentence structures.
<b>Communication</b>	A student at this level has not demonstrated basic understanding of using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student does not distinguish among summaries, paraphrases, and critiques. The student does not	A student at this level demonstrates partial grade level mastery by inconsistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently distinguishes among summaries, paraphrases,	A student at this level demonstrates grade level mastery by typically using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically begins to differentiate between summarizing and paraphrasing.	A student at this level demonstrates superior grade level mastery by consistently using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently distinguishes among summaries, paraphrases, and

	identify the thesis, main points, and organizational structure of a speech.	and critiques. The student inconsistently identifies the thesis, main points, and organizational structure of a speech.	The student typically distinguishes among summaries, paraphrases, and critiques. The student typically identifies and analyzes the thesis, main points, and organizational structure of a speech.	critiques. The student consistently identifies and analyzes the thesis, main points, and organizational structure of a speech.
<b>Writing</b>	A student at this level has not demonstrated basic understanding of writing in a variety of modes for a variety of purposes and audiences. The student does not use a variety of prewriting strategies. The student does not organize ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student does not refine strategies for editing and revising written work.	A student at this level demonstrates partial grade level mastery by inconsistently writing in a variety of modes for a variety of purposes and audiences. The student inconsistently employs a variety of prewriting strategies. The student inconsistently organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student inconsistently refines strategies for editing and revising written work.	A student at this level demonstrates grade level mastery by typically writing in a variety of modes for a variety of purposes and audiences. The student typically employs a variety of prewriting strategies. The student typically organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student typically refines strategies for editing and revising written work.	A student at this level demonstrates superior grade level mastery by consistently writing in a variety of modes for a variety of purposes and audiences. The student consistently employs a variety of prewriting strategies. The student consistently organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student consistently refines strategies for editing and revising written work.
<b>Research</b>	A student at this level has not demonstrated basic understanding of defining and narrowing a problem or research topic. The student does not make distinctions about the validity of sources. The student does not gather and use relevant information from a variety of primary and secondary sources. The student cannot write a research paper using a standard format with technology and graphics.	A student at this level demonstrates partial grade level mastery by inconsistently defining and narrowing a problem or research topic. The student inconsistently makes distinctions about the validity of sources. The student inconsistently gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper inconsistently using a standard format with technology and graphics.	A student at this level demonstrates grade level mastery by typically defining and narrowing a research topic. The student typically makes distinctions about the validity of sources. The student typically gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper typically using a standard format with technology and graphics.	A student at this level demonstrates superior grade level mastery by consistently defining and narrowing a research topic. The student consistently makes distinctions about the validity of sources. The student consistently gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper consistently using a standard format with technology and graphics.

<b>Logic</b>	A student at this level has not demonstrated basic understanding of using logic to make inferences and draw conclusions in a variety of oral and written contexts. The student does not demonstrate an understanding of deductive and inductive reasoning. The student does not analyze communication for persuasive devices and does not explore the concept of premises and logical fallacies.	A student at this level demonstrates partial grade level mastery by inconsistently using logic to make inferences and draw conclusions in a variety of oral and written contexts; by inconsistently demonstrating an understanding of deductive and inductive reasoning; by inconsistently analyzing communication for persuasive devices; inconsistently exploring the concept of premises; and inconsistently exploring logical fallacies.	A student at this level demonstrates grade level mastery by typically using logic to make inferences and draw conclusions in a variety of oral and written contexts. The student typically analyzes text for logical relationships, including fact and opinion and cause-effect. The student typically demonstrates an understanding of deductive and inductive reasoning. The student typically analyzes communication for persuasive devices. The student typically explores the concept of premises. The student typically explores logical fallacies.	A student at this level demonstrates superior grade level mastery by consistently using logic to make inferences and draw conclusions in a variety of oral and written contexts. The student consistently analyzes text for logical relationships, including fact and opinion and cause-effect. The student consistently demonstrates an understanding of deductive and inductive reasoning. The student consistently analyzes communication for persuasive devices. The student consistently explores the concepts of premises and logical fallacies.
<b>Informational Text</b>	A student at this level has not demonstrated basic understanding of comprehending, summarizing, and analyzing the main ideas, supporting details, organizational structures, and text features of informational texts.	A student at this level demonstrates partial grade level mastery by inconsistently comprehending, summarizing, and analyzing the main ideas, supporting details, organizational structures, and text features of informational texts.	A student at this level demonstrates grade level mastery by typically comprehending, summarizing, and analyzing the main ideas, supporting details, organizational structure, and text features of informational texts.	A student at this level demonstrates superior grade level mastery by consistently comprehending, summarizing, and analyzing the main ideas, supporting details, organizational structures, and text features of informational texts.
<b>Media</b>	A student at this level has not demonstrated basic understanding of analyzing media for their ability to inform, persuade, and entertain. The student does not examine the relationship between the visual and the verbal in media and does not recognize how visual and sound techniques affect messages in various media.	A student at this level demonstrates partial grade level mastery by inconsistently analyzing media for their ability to inform, persuade, and entertain. The student inconsistently examines the relationship between the visual and the verbal in media. The student inconsistently recognizes	A student at this level demonstrates grade level mastery by typically analyzing media for their ability to inform, persuade, and entertain. The student typically examines the relationship between the visual and the verbal in media. The student typically recognizes how visual and sound techniques	A student at this level demonstrates superior grade level mastery by consistently analyzing media for their ability to inform, persuade, and entertain. The student consistently recognizes how visual and sound techniques affect messages in various media. The student consistently applies and adapts the principles of

	The student does not apply and adapt the principles of written composition to create coherent media productions.	how visual and sound techniques affect messages in various media. The student inconsistently applies and adapts the principles of written composition to create coherent media productions.	affect messages in various media. The student typically applies and adapts the principles of written composition to create coherent media productions.	written composition to create coherent media productions.
<b>Literature</b>	A student at this level has not demonstrated basic understanding of the reading process of comprehending a variety of works from various forms of literature. The student does not analyze works of literature with regard to their historical periods. The student does not understand the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates partial grade level mastery by inconsistently reading and comprehending a variety of works from various forms of literature. The student inconsistently analyzes works of literature with regard to their historical periods. The student inconsistently understands the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates grade level mastery by typically reading and comprehending a variety of works from various forms of literature. The student typically analyzes works of literature with regard to their historical periods. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres.	A student at this level demonstrates superior grade level mastery by consistently reading and comprehending a variety of works from various forms of literature. The student consistently analyzes works of literature with regard to their historical periods. The student consistently understands the characteristics, conventions, and literary terms of a variety of literary genres.

### English I

Standard	Below Basic	Basic	Proficient	Advanced
<b>Standards</b>	Students who perform at this level <b>have not</b> demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate <b>partial</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate <b>mastery</b> in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate <b>superior</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
<b>Language</b>	A student at this level has not demonstrated basic understanding of using standard grammar, usage and mechanics. The student does not use a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student does not understand and uses a variety of sentence structures.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage and mechanics. The student inconsistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student typically understands and uses correctly a variety of sentence structures.	A student at this level demonstrates superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student consistently understands and uses correctly a variety of sentence structures.
<b>Communication</b>	A student at this level has not demonstrated basic understanding of using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student does not create correct summaries, paraphrases, and critiques of information presented	A student at this level demonstrates partial grade level mastery by inconsistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently creates correct summaries, paraphrases, and	A student at this level demonstrates grade level mastery by typically using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically creates correct summaries, paraphrases, and critiques of	A student at this level demonstrates superior grade level mastery by consistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently creates correct summaries, paraphrases, and

	orally. The student does not identify the correct thesis, main points, style, and structure of a speech.	critiques of information presented orally. The student inconsistently identifies the correct thesis, main points, style, and structure of a challenging speech.	information presented orally. The student typically identifies the correct thesis, main points, style, and structure of a challenging speech.	critiques of information presented orally. The student consistently identifies the correct thesis, main points, style, and structure of a challenging speech.
<b>Writing</b>	A student at this level has not demonstrated basic understanding of producing the correct mode of writing determined by audience and purpose. The student does not employ an appropriate variety of prewriting strategies. The student does not organize ideas into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student does not use revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	.A student at this level demonstrates partial grade level mastery by inconsistently producing the correct mode of writing determined by audience and purpose. The student inconsistently employs an appropriate variety of prewriting strategies. The student inconsistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student inconsistently uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	A student at this level demonstrates grade level mastery by typically producing the correct mode of writing determined by audience and purpose. The student typically employs an appropriate variety of prewriting strategies. The student typically organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student typically uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	A student at this level demonstrates superior grade level mastery by consistently producing the correct mode of writing determined by audience and purpose. The student consistently employs an appropriate variety of prewriting strategies. The student consistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student consistently uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.
<b>Research</b>	A student at this level has not demonstrated basic understanding of defining and narrowing a research topic effectively. The student does not make appropriate distinctions about the validity of sources. The student does not gather and use relevant information from a variety of primary and secondary sources. The student does not use a standard format for text, sources,	A student at this level demonstrates partial grade level mastery by inconsistently defining and narrowing a research topic effectively. The student inconsistently makes appropriate distinctions about the validity of sources. The student inconsistently gathers and uses relevant information from a variety of primary and secondary sources.	A student at this level demonstrates consistent grade level mastery by defining and narrowing a research topic effectively. The student makes appropriate distinctions about the validity of sources. The student gathers and uses relevant information from a variety of primary and secondary sources. The student uses a standard format for text, sources,	A student at this level demonstrates superior grade level mastery by consistently defining and narrowing a research topic effectively. The student consistently makes appropriate distinctions about the validity of sources. The student consistently gathers and uses relevant information from a variety of primary and secondary sources. The student consistently uses a

	documentation, and graphics for a research paper.	The student inconsistently uses a standard format for text, sources, documentation, and graphics for an extended research paper.	documentation, and graphics for an extended research paper.	standard format for text, sources, documentation, and graphics for an extended research paper.
<b>Logic</b>	A student at this level has not demonstrated basic understanding of using effective logic to make appropriate inferences and draw logical conclusions. The student does not analyze text critically for logical relationships and cannot evaluate an argument for logical features of an argument, including deductive and inductive reasoning. The student does not analyze communication for persuasive devices.	The student inconsistently uses effective logic to make appropriate inferences and draw logical conclusions. The student inconsistently analyzes text critically for logical relationships. The student inconsistently and incorrectly evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student inconsistently analyzes communication correctly for persuasive devices.	The student typically uses effective logic to make appropriate inferences and draw logical conclusions. The student typically analyzes text critically for logical relationships. The student typically evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student typically analyzes communication correctly for persuasive devices.	The student consistently uses effective logic to make appropriate inferences and draw logical conclusions. The student consistently analyzes text critically for logical relationships. The student consistently evaluates an argument correctly for logical features, including deductive and inductive reasoning. The student consistently analyzes communication correctly for persuasive devices.
<b>Informational Text</b>	A student at this level has not demonstrated basic understanding of comprehending, summarizing, and analyzing the main ideas, organizational structures, and graphics of informational and technical texts.	The student inconsistently and incorrectly comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts.	The student typically comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts with accuracy.	The student consistently comprehends, summarizes, and analyzes the main ideas, organization structures, and graphics of complex informational and technical texts with accuracy.
<b>Media</b>	A student at this level has not demonstrated basic understanding of evaluating media correctly for their ability to inform, persuade, and entertain. The student does not examine the appropriate agreements and conflicts between the visual and the verbal and does not identify how visual and sound techniques affect messages. The	A student at this level demonstrates partial grade level mastery by inconsistently evaluating media correctly for their ability to inform, persuade, and entertain. The student inconsistently examines the appropriate agreements and conflicts between the visual and the verbal. The student	A student at this level demonstrates grade level mastery by typically evaluating media correctly for their ability to inform, persuade, and entertain. The student typically examines the appropriate agreements and conflicts between the visual and the verbal. The student typically identifies how visual and sound	A student at this level demonstrates superior grade level master by consistently evaluating media correctly for their ability to inform, persuade, and entertain. The student consistently examines the appropriate agreements and conflicts between the visual and the verbal. The student consistently identifies



	student does not apply and adapt the principles of written composition to create coherent presentations.	inconsistently identifies how visual and sound techniques affect messages. The student inconsistently applies and adapts the principles of written composition to create coherent presentations.	techniques affect messages. The student typically applies and adapts the principles of written composition to create coherent presentations.	how visual and sound techniques affect messages. The student consistently applies and adapts the principles of written composition to create coherent presentations.
<b>Literature</b>	A student at this level has not demonstrated basic understanding of identifying, analyzing, and comparing works of world literature within their literary and historical context. The student does not understand the characteristics, conventions, and literary terms of a variety of literary genres and does not evaluate how the genre articulates the writer's vision.	The student inconsistently and incorrectly identifies, analyzes, and compares significant works of world literature within their literary and historical context. The student inconsistently understands the characteristics, conventions, and literary terms of a variety of literary genres. The student inconsistently evaluates correctly how the genre articulates the writer's vision.	The student typically identifies, analyzes, and compares significant works of world literature correctly within their literary and historical context. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres. The student typically evaluates correctly how the genre articulates the writer's vision.	The student consistently identifies, analyzes, and compares significant works of world literature correctly within their literary and historical context. The student consistently understands the characteristics, conventions, and literary terms of a variety of literary genres. The student consistently evaluates correctly how the genre articulates the writer's vision.

## English II

Standard	Below Basic	Basic	Proficient	Advanced
<b>Standards</b>	Students who perform at this level <b>have not</b> demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate <b>partial</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate <b>mastery</b> in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate <b>superior</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
<b>Language</b>	A student at this level has not demonstrated basic understanding of using standard grammar, usage and mechanics. The student does not employ a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student does not understand and use a variety of sentence structures.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage and mechanics. The student inconsistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student typically understands and uses correctly a variety of sentence structures.	A student at this level demonstrates superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student consistently understands and uses correctly a variety of sentence structures.
<b>Communication</b>	A student at this level has not demonstrated basic understanding of using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student does not create correct summaries, paraphrases, and critiques of	A student at this level demonstrates partial grade level mastery by inconsistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently creates correct summaries, paraphrases, and	A student at this level demonstrates grade level mastery by typically using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically creates correct summaries, paraphrases, and critiques of	A student at this level demonstrates superior grade level mastery by consistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently creates correct summaries, paraphrases, and

	information presented orally and does not identify the correct thesis, main points, style, and structure of a speech.	critiques of information presented orally. The student inconsistently identifies the correct thesis, main points, style, and structure of a challenging speech.	information presented orally. The student typically identifies the correct thesis, main points, style, and structure of a challenging speech.	critiques of information presented orally. The student consistently identifies the correct thesis, main points, style, and structure of a challenging speech.
<b>Writing</b>	A student at this level has not demonstrated basic understanding of producing the correct mode of writing determined by audience and purpose. The student does not use an appropriate variety of prewriting strategies and does not organize ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student does not use revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	A student at this level demonstrates partial grade level mastery by inconsistently producing the correct mode of writing determined by audience and purpose. The student inconsistently employs an appropriate variety of prewriting strategies. The student inconsistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student inconsistently uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	A student at this level demonstrates grade level mastery by typically producing the correct mode of writing determined by audience and purpose. The student typically employs an appropriate variety of prewriting strategies. The student typically organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student typically uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	A student at this level demonstrates superior grade level mastery by consistently producing the correct mode of writing determined by audience and purpose. The student consistently employs an appropriate variety of prewriting strategies. The student consistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student consistently uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.
<b>Research</b>	A student at this level has not demonstrated basic understanding of defining and narrowing a research topic effectively. The student does not make appropriate distinctions about the validity of sources and does not gather and use relevant information from a variety of primary and secondary sources. The student does not use a standard format for text, sources,	A student at this level demonstrates partial grade level mastery by inconsistently defining and narrowing a research topic effectively. The student inconsistently makes appropriate distinctions about the validity of sources. The student inconsistently gathers and uses relevant information from a variety of primary and secondary sources.	A student at this level demonstrates consistent grade level mastery by defining and narrowing a research topic effectively. The student makes appropriate distinctions about the validity of sources. The student gathers and uses relevant information from a variety of primary and secondary sources. The student uses a standard format for text, sources,	A student at this level demonstrates superior grade level mastery by consistently defining and narrowing a research topic effectively. The student consistently makes appropriate distinctions about the validity of sources. The student consistently gathers and uses relevant information from a variety of primary and secondary sources. The student consistently uses a

	documentation, and graphics for a research paper.	The student inconsistently uses a standard format for text, sources, documentation, and graphics for an extended research paper.	documentation, and graphics for an extended research paper.	standard format for text, sources, documentation, and graphics for an extended research paper.
<b>Logic</b>	A student at this level has not demonstrated basic understanding of using logic to make inferences and draw logical conclusions. The student does not analyze text for logical relationships or evaluate an argument for logical features of an argument, including deductive and inductive reasoning. The student does not analyze communication for persuasive devices.	The student inconsistently uses effective logic to make appropriate inferences and draw logical conclusions. The student inconsistently analyzes text critically for logical relationships. The student inconsistently and incorrectly evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student inconsistently analyzes communication correctly for persuasive devices.	The student typically uses effective logic to make appropriate inferences and draw logical conclusions. The student typically analyzes text critically for logical relationships. The student typically evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student typically analyzes communication correctly for persuasive devices.	The student consistently uses effective logic to make appropriate inferences and draw logical conclusions. The student consistently analyzes text critically for logical relationships. The student consistently evaluates an argument correctly for logical features, including deductive and inductive reasoning. The student consistently analyzes communication correctly for persuasive devices.
<b>Informational Text</b>	A student at this level has not demonstrated basic understanding of comprehending, summarizing, and analyzing the main ideas, organizational structures, and graphics of informational and technical texts.	The student inconsistently and incorrectly comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts.	The student typically comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts with accuracy.	The student consistently comprehends, summarizes, and analyzes the main ideas, organization structures, and graphics of complex informational and technical texts with accuracy.
<b>Media</b>	A student at this level has not demonstrated basic understanding of evaluating media for their ability to inform, persuade, and entertain. The student does not examine the appropriate agreements and conflicts between the visual and the verbal and does not identify how visual and sound techniques affect messages. The student does not apply and adapt	A student at this level demonstrates partial grade level mastery by inconsistently evaluating media correctly for their ability to inform, persuade, and entertain. The student inconsistently examines the appropriate agreements and conflicts between the visual and the verbal. The student inconsistently identifies how	A student at this level demonstrates grade level mastery by typically evaluating media correctly for their ability to inform, persuade, and entertain. The student typically examines the appropriate agreements and conflicts between the visual and the verbal. The student typically identifies how visual and sound techniques affect messages. The	A student at this level demonstrates superior grade level master by consistently evaluating media correctly for their ability to inform, persuade, and entertain. The student consistently examines the appropriate agreements and conflicts between the visual and the verbal. The student consistently identifies how visual and sound techniques

English Language Arts Achievement Levels  
9/17/09

	the principles of written composition to create presentations.	visual and sound techniques affect messages. The student inconsistently applies and adapts the principles of written composition to create coherent presentations.	student typically applies and adapts the principles of written composition to create coherent presentations.	affect messages. The student consistently applies and adapts the principles of written composition to create coherent presentations.
<b>Literature</b>	A student at this level has not demonstrated basic understanding of identifying, analyzing, and comparing works of world literature within their literary and historical context. The student does not understand the characteristics, conventions, and literary terms of a variety of literary genres. The student does not evaluate how the genre articulates the writer's vision.	The student inconsistently and incorrectly identifies, analyzes, and compares significant works of world literature within their literary and historical context. The student inconsistently understands the characteristics, conventions, and literary terms of a variety of literary genres. The student inconsistently evaluates correctly how the genre articulates the writer's vision.	The student typically identifies, analyzes, and compares significant works of world literature correctly within their literary and historical context. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres. The student typically evaluates correctly how the genre articulates the writer's vision.	The student consistently identifies, analyzes, and compares significant works of world literature correctly within their literary and historical context. The student consistently understands the characteristics, conventions, and literary terms of a variety of literary genres. The student consistently evaluates correctly how the genre articulates the writer's vision.

### English III

Standard	Below Basic	Basic	Proficient	Advanced
<b>Standards</b>	Students who perform at this level <b>have not</b> demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.	Students who perform at this level demonstrate <b>partial</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.	Students who perform at this level demonstrate <b>mastery</b> in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.	Students who perform at this level demonstrate <b>superior</b> mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.
<b>Language</b>	A student at this level has not demonstrated basic understanding of using standard grammar, usage and mechanics. The student does not employ a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student does not understand and use a variety of sentence structures. The student does not recognize language as a reflection of time and culture.	A student at this level demonstrates partial grade level mastery by inconsistently using standard grammar, usage and mechanics. The student inconsistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student inconsistently understands and uses correctly a variety of sentence structures. The student inconsistently recognizes language as a reflection of time and culture.	A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student typically understands and uses correctly a variety of sentence structures. The student typically recognizes language as a reflection of time and culture.	A student at this level demonstrates superior grade level mastery by consistently using standard grammar, usage, and mechanics. The student consistently employs a variety of strategies and resources to determine the meaning, nature, and function of words and phrases. The student consistently understands and uses correctly a variety of sentence structures. The student consistently recognizes language as a reflection of time and culture.

<b>Communication</b>	A student at this level has not demonstrated basic understanding of using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student does not create correct summaries, paraphrases, and critiques of information presented orally and does not identify the correct thesis, main points, style, and structure of a speech.	A student at this level demonstrates partial grade level mastery by inconsistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student inconsistently creates correct summaries, paraphrases, and critiques of information presented orally. The student inconsistently identifies the correct thesis, main points, style, and structure of a complex speech.	A student at this level demonstrates grade level mastery by typically using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically creates correct summaries, paraphrases, and critiques of information presented orally. The student typically identifies the correct thesis, main points, style, and structure of a complex speech.	A student at this level demonstrates superior grade level mastery by consistently using effective critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student consistently creates correct summaries, paraphrases, and critiques of information presented orally. The student consistently identifies the
<b>Writing</b>	A student at this level has not demonstrated basic understanding of producing the correct mode of writing determined by audience and purpose. The student does not use an appropriate variety of prewriting strategies and does not organize ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student does not use revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	.A student at this level demonstrates partial grade level mastery by inconsistently producing the correct mode of writing determined by audience and purpose. The student inconsistently employs an appropriate variety of prewriting strategies. The student inconsistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student inconsistently uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	A student at this level demonstrates grade level mastery by typically producing the correct mode of writing determined by audience and purpose. The student typically employs an appropriate variety of prewriting strategies. The student typically organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student typically uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.	A student at this level demonstrates superior grade level mastery by consistently producing the correct mode of writing determined by audience and purpose. The student consistently employs an appropriate variety of prewriting strategies. The student consistently organizes ideas effectively into an essay with a clear thesis statement, well-constructed paragraphs, transitions, and a conclusion. The student consistently uses revision to develop or support ideas more clearly, address potential objections, and correct errors in logic.

<b>Research</b>	A student at this level has not demonstrated basic understanding of defining and narrowing a research topic effectively. The student does not make appropriate distinctions about the validity of sources and does not gather and use relevant information from a variety of primary and secondary sources. The student does not use a standard format for text, sources, documentation, and graphics for a research paper.	A student at this level demonstrates partial grade level mastery by inconsistently defining and narrowing a research topic effectively. The student inconsistently makes appropriate distinctions about the validity of sources. The student inconsistently gathers and uses relevant information from a variety of primary and secondary sources. The student inconsistently uses a standard format for text, sources, documentation, and graphics for an extended research paper.	A student at this level demonstrates consistent grade level mastery by defining and narrowing a research topic effectively. The student makes appropriate distinctions about the validity of sources. The student gathers and uses relevant information from a variety of primary and secondary sources. The student uses a standard format for text, sources, documentation, and graphics for an extended research paper.	A student at this level demonstrates superior grade level mastery by consistently defining and narrowing a research topic effectively. The student consistently makes appropriate distinctions about the validity of sources. The student consistently gathers and uses relevant information from a variety of primary and secondary sources. The student consistently uses a standard format for text, sources, documentation, and graphics for an extended research paper.
<b>Logic</b>	A student at this level has not demonstrated basic understanding of using logic to make inferences and draw logical conclusions. The student does not analyze text for logical relationships or evaluate an argument for logical features of an argument, including deductive and inductive reasoning. The student does not analyze communication for persuasive devices.	The student inconsistently uses effective logic to make appropriate inferences and draw logical conclusions. The student inconsistently analyzes text critically for logical relationships. The student inconsistently and incorrectly evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student inconsistently analyzes communication correctly for persuasive devices.	The student typically uses effective logic to make appropriate inferences and draw logical conclusions. The student typically analyzes text critically for logical relationships. The student typically evaluates an argument for logical features of an argument, including deductive and inductive reasoning. The student typically analyzes communication correctly for persuasive devices.	The student consistently uses effective logic to make appropriate inferences and draw logical conclusions. The student consistently analyzes text critically for logical relationships. The student consistently evaluates an argument correctly for logical features, including deductive and inductive reasoning. The student consistently analyzes communication correctly for persuasive devices.



<b>Informational Text</b>	A student at this level has not demonstrated basic understanding of comprehending, summarizing, and analyzing the main ideas, organizational structures, and graphics of informational and technical texts.	The student inconsistently and incorrectly comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts.	The student typically comprehends, summarizes, and analyzes the main ideas, organizational structures, and graphics of complex informational and technical texts with accuracy.	The student consistently comprehends, summarizes, and analyzes the main ideas, organization structures, and graphics of complex informational and technical texts with accuracy.
<b>Media</b>	A student at this level has not demonstrated basic understanding of evaluating media for their ability to inform, persuade, and entertain. The student does not examine the appropriate agreements and conflicts between the visual and the verbal and does not identify how visual and sound techniques affect messages. The student does not apply and adapt the principles of written composition to create presentations.	A student at this level demonstrates partial grade level mastery by inconsistently evaluating media correctly for their ability to inform, persuade, and entertain. The student inconsistently examines the appropriate agreements and conflicts between the visual and the verbal. The student inconsistently identifies how visual and sound techniques affect messages. The student inconsistently applies and adapts the principles of written composition to create coherent presentations.	A student at this level demonstrates grade level mastery by typically evaluating media correctly for their ability to inform, persuade, and entertain. The student typically examines the appropriate agreements and conflicts between the visual and the verbal. The student typically identifies how visual and sound techniques affect messages. The student typically applies and adapts the principles of written composition to create coherent presentations.	A student at this level demonstrates superior grade level master by consistently evaluating media correctly for their ability to inform, persuade, and entertain. The student consistently examines the appropriate agreements and conflicts between the visual and the verbal. The student consistently identifies how visual and sound techniques affect messages. The student consistently applies and adapts the principles of written composition to create coherent presentations.
<b>Literature</b>	A student at this level has not demonstrated basic understanding of identifying, analyzing, and comparing works of American literature within their literary and historical context. The student does not understand the characteristics, conventions, and literary terms of a variety of literary genres. The student does not evaluate how the genre articulates the writer's vision.	The student inconsistently and incorrectly identifies, analyzes, and compares significant works of American literature within their literary and historical context. The student inconsistently understands the characteristics, conventions, and literary terms of a variety of literary genres. The student inconsistently evaluates correctly how the genre articulates the writer's vision.	The student typically identifies, analyzes, and compares significant works of American literature correctly within their literary and historical context. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres. The student typically evaluates correctly how the genre articulates the writer's vision.	The student consistently identifies, analyzes, and compares significant works of American literature correctly within their literary and historical context. The student consistently understands the characteristics, conventions, and literary terms of a variety of literary genres. The student consistently evaluates correctly how the genre articulates the writer's vision.